RIGHT TO EDUCATION ACT 2009 – AN ANALYTICAL STUDY WITH SPECIAL REFERENCE TO DAKSHINA KANNADA OF KARNATAKA

Final synopsis submitted to Mangalore University for the Award of the Degree of

DOCTOR OF PHILOSOPHY

IN

POLITICAL SCIENCE

By

Vanitha

Research Scholar

Registration No. MU/ACC/Ph.D/CR-2015-16 dated 18/06/2016

Under the supervision of

Dr. Parvathy Appaiah, Retired Principal

Field Marshal K.M.Cariappa College

Madikeri-571201

Department of Political Science- Mangalore University
Mangalagangothri -574199

January 2024

RIGHT TO EDUCATION ACT 2009 – AN ANALYTICAL STUDY WITH SPECIAL REFERENCE TO DAKSHINA KANNADA OF KARNATAKA

Introduction

Over the past several centuries, different types of thoughts have been churning worldwide on education. Many great thinkers and scholars of the world have presented their views on the nature of education. Across the world, numerous activists have engaged in diverse educational experiments in different regions. Because of all these, education today appears to be a combination of diverse perspectives and diverse efforts. Although it is impossible to review all the debates and experiments on education that have taken place and are continuing at the global level, this study attempts to put forward some important observations on education.

Most of the thinkers who have inquired about education from ancient times to today have termed education as a continuous endeavour of knowledge enhancement. Similarly, knowledge is described as an expression of critical human power. So knowledge enhancement is not just a mechanical job of information gathering but is a dynamic process of organising, revising and processing the collected information. What are the credible sources of information that are available to a person? Whether experimental testing and evaluation are most crucial for education or knowledge expansion. These are the important questions to ponder over the concept of education.

Education stands as the most potent tool capable of shaping not just an individual's destiny but that of an entire nation. Education empowers and enables a person in all dimensions of life. The greatness of a nation should not be measured by its ranking in the global economic order but by its ability to provide quality education. Education is vital for inclusive growth, empowering individuals and society while opening up opportunities and promoting public participation in the development process. Education brings excellence, enriches the mind and illuminates the spirit. It prepares a child for good citizenship. It frees a child from ignorance, superstition and prejudice, ultimately preserving their vision and truth. It has to do with the whole being

and the whole period of existence possible for man. In other words, it is the harmonious development of man's physical, mental and spiritual abilities.

According to Plato, education serves as a means to achieve both social and individual justice. He argued that when each person reaches their fullest potential, individual justice can be realized. In his view, justice implies a state of perfection. To Plato, virtue equates to excellence. Notably, he holds the distinction of being the first ancient political philosopher to establish a university or introduce advanced courses and to explicitly discuss education as a concept. This emphasis on education arose partly from the prevailing education system in Athens at the time. Plato strongly opposed the idea of acquiring knowledge through monetary transactions, considering it a grievous offense. He staunchly advocated for a government-run educational system.

In Plato's 'The Republic,' he emphasized that education extended beyond youth, asserting that learning continued even after reaching maturity.[1] He proposed that learning impacted not only the mind but also the soul, evolving through various stages of growth. Thus, different phases of life were associated with distinct methods of learning, starting with infancy and childhood, where character development occurred through emotional training.

Aristotle, in his work 'Politics', delved into educational concerns. He considered education as pivotal, viewing a fulfilled individual as an educated one. He stressed a comprehensive and 'balanced' development, advocating for the inclusion of play, physical training, music, debate and the study of science and philosophy in shaping the body, mind and soul. Similar to Plato, Aristotle was a strong advocate of lifelong learning and believed that different stages of life required different focuses of learning. He advocated for education through both reasoning and habitual practice, emphasizing learning by doing. In other words,

[1] Plato. (2000). *The Republic,* UK: Cambridge University Press

"Anything that we have to learn to do, we learn by the actual doing of it… We become just by doing just acts, temperate by doing temperate ones, brave by doing brave ones."[2]

John Locke, a prominent figure in Western civilization, dedicated considerable thought to education. His work 'Some Thoughts Concerning Education' remains a valuable read for students studying philosophy and the history of education.[3]

His legacy revolves around key principles that have significantly shaped modern educational practices. Locke's emphasis on empiricism highlighted the role of experience and sensory perception in learning, laying the foundation for hands on, experiential education methods. He advocated for tailored education, recognizing the individuality of each learner, thereby influencing the evolution of personalized learning approaches. Furthermore, Locke emphasized the importance of moral development alongside intellectual growth, stressing the need to instil virtues and ethics in students. His ideas not only influenced educational systems but also underscored the pivotal role of parents in a child's education, asserting the responsibility of families in guiding moral and intellectual development. Locke's enduring influence persists in educational philosophy, serving as a cornerstone for understanding the diverse needs of learners, the significance of experiential learning and the holistic nature of education that encompasses moral and intellectual development.

The concept of 'modern education' is closely linked to Rousseau's educational theory. Rousseau is often credited with laying the foundation for modern education or being its most influential predecessor.[4] The notion of 'modern learning' or 'experimental education' emerged during the late 17th century ' quarrel of the ancients and moderns'. This historical debate opened the door for education and learning to integrate with the empirical approach of modern science.

[2] Aristotle. (1978). *The Nicomachean Ethics*. London: Penguin.P-91

[3] Locke, J. (1880). *Some Thoughts Concerning Education*. UK: Cambridge University Press

[4] William, B. (1963). *The Educational Theory of Jean Jacques Rousseau*. Russell & Russell.

However, Rousseau's ideas didn't fit squarely into this tradition; he wasn't considered a modern writer in the same vein. His concept of education, outlined in 'Emile' (1762), proved too paradoxical to be the cornerstone of what was perceived as 'modern' or 'progressive education' in the late 19th century. The image of progressive education gained further traction through child psychology, particularly theories concerning learning and development.

In his work 'Emile', Rousseau proposed a concept of education that he called 'negative education'. This approach involves a tutor safeguarding a child from the corrupt influences of society by keeping them isolated from undesirable elements, including other people.[5]

Most Western political thinkers have emphasized the importance of education. Acknowledging education as a system that refines individuals enhances their personalities and significantly integrates them into society. While discussing about education, we can identify five interdependent objectives of education.

Firstly, education transforms man into a critical being and develops a spirit of freedom. This complex concept of freedom is not only the freedom of expression of individuals but also the freedom of identity of communities. Therefore, education inculcates community concerns in individuals and makes them independent thinkers. In this sense, education creates independent individuals and integrates them meaningfully with society.

Education indeed plays a crucial role in promoting social progress and justice. By developing an understanding of social issues, historical contexts and power dynamics, education empowers individuals to advocate for marginalized communities and challenge systemic inequalities. It also cultivates a sense of civic responsibility, encouraging individuals to engage in constructive civic actions and democratic processes. Education goes beyond personal freedoms to champion the rights and freedoms of communities, amplifying diverse voices and creating spaces where every

[5] Oelkers, J. (2002). *Rousseau and the Image of 'Modern Education'*. Journal of Curriculum Studies, *34*(6), 679–698

individual's identity and perspectives are respected and valued. In this way, education becomes a force for societal transformation, fostering a collective sense of responsibility toward building a more inclusive and harmonious community.

Secondly, the significant value that education should uphold is the idea of equality, which is inextricably linked with the concept of freedom. An education system representing equal spaces across communities must be empowered to encounter many forms of inequality. Therefore, educational institutions representing constitutional values must reflect equality in the true sense.

An educational system that is built on the foundation of equality goes beyond just providing access and instead strives for equity. It recognizes and addresses diverse needs and circumstances to create an inclusive environment where every individual, regardless of their background, has equal opportunities to learn, grow and prosper. This means providing not only resources but also recognizing and accommodating different learning styles, cultural perspectives and socio-economic contexts within educational settings. Additionally, an education system that is based on equity acknowledges and actively works to break down systemic barriers that perpetuate inequality. It ensures fair treatment, representation and opportunities for all. When educational institutions embody the values of equality in their policies, curriculum and practices, they become a powerful force for social change, creating environments where diversity is celebrated and everyone is empowered to reach their full potential. However, to enable this, equality must be rooted in the societal setting.

Thirdly, education is a phenomenon that should stimulate a sense of brotherhood among human beings. Brotherhood can be called an attitude that unites all of us despite our wide differences. It is a charisma that must be cultivated in the field of education. An educated person should become knowledgeable and develop a sense of alliance with his fellows and the entire human race. In the parlance of modern democracy, education is a process of making a man an active citizen.

Education should promote a sense of brotherhood and solidarity among human beings. Learning should not just be confined to acquiring knowledge and skills, but it should also cultivate values of empathy, cooperation and mutual respect. Education

should instil a sense of global citizenship in individuals, making them aware of their interconnectedness with the larger human community and empowering them to contribute meaningfully to societal well-being. In this way, education not only shapes individuals as knowledgeable and skilled beings but also as responsible and reliable members of a larger human family dedicated to promoting harmony, understanding and cooperation on a global scale.

Fourthly, socialisation is another essential dimension of education. In a country like India, where society is rapidly disintegrating, the primary objective of education should be to foster a sense of open-minded community rather than focusing on individual interests in a narrow sense, a community should be organized based on the concept of co-evolution that involves everyone and everything.

While education is essential for building our knowledge and skills, socialization helps us to develop our emotional intelligence and interpersonal skills. It is through socialization that we learn to connect with others, understand different perspectives and develop empathy. Both education and socialization are integral to our personal growth and societal advancement. They complement each other and work together to shape well-rounded individuals who can contribute meaningfully to society. It is crucial to value and nurture these pillars throughout our lives to lead a fulfilling and purposeful life.

It is believed by many that the ultimate goal of education is to equip individuals with the necessary skills and knowledge to navigate the complexities of our ever-evolving and highly competitive world. Through education, people are empowered to develop expertise and proficiency within their respective fields, ultimately becoming professionals. Throughout history, education has been influenced by traditional interests, with religious systems often playing a significant role in its organization. This phenomenon was evident in both Western and Indian education systems, as traditional education served to reconcile the interests of various religions and consolidate the ownership of monasteries.

Despite the differences, the evolution of education in both landscapes reflects a shared emphasis on nurturing individuals to manage life's challenges and thrive within

a dynamic and competitive global sphere. Thus, education is an integral part of human life and an essential tool that helps individuals to succeed in the world. However, due to the rapid development of the primordial phenomenon of capitalism, the expectations of education and the outline of the education sector around the world have changed radically. Due to the rapid growth of capitalism and modernisation, education has not remained part of our cultural and intellectual development. It has become an instrument for filling our stomachs and satisfying many other desires. In a way, it is considered a means to provide good jobs and to lead a luxurious life.

In today's context, the pervasive influence of capitalism has transformed education into a business enterprise. Similar to other commercial ventures, the educational system now operates based on profit and loss calculations. This contemporary system, shaped by an entrepreneurial mindset, no longer solely focuses on knowledge creation but functions more as a repository of information. Culturally, it refines individuals but often prepares them to be compliant servants of the system rather than fostering independent critical thinking.

Academic scholars today often find themselves integrated into the mechanisms of capitalism. Instead of nurturing conscientious and liberated citizens, the education system tends to produce individuals who prioritize personal pursuits over community engagement. Several contemporary thinkers have recognized this decline in the educational sphere, attributing it to the dominance of capitalism.

Notably, German thinker Herbert Marcuse effectively illustrates how capitalism moulds individuals into monolithic consumers, with education playing a role in this transformative process. Similarly, the renowned French thinker Louis Althusser identified how education serves to legitimize capitalist ownership. This association between capitalism and modern education prompted metaphysical educationists like Ivan Illich to envision a society liberated from traditional schooling.

Illich's concept of the 'De-schooling Society' represents an alternative view on education. He was against to traditional schooling, considering it economically

burdensome, complex and a hindrance to authentic learning.[6] According to Illich, the universalization of education via institutional schooling is not economically sustainable. According to him, the current schooling system is inadequate in promoting real learning and does not impart meaningful education to individuals. He argues against the effectiveness of conventional schooling, labelling it as economically burdensome, intricate, and often obstructive to genuine learning. Further, Illich considers schooling to be harmful in its efforts in that,

> "School has become the world religion of a modernised proletariat…. the nation-state adopted it, drafting all citizens into a graded curriculum leading to sequential diplomas, not unlike the initiation rituals and hierarchic promotions of former times."[7]

Illich argues that human consciousness is inherently free, implying that individuals possess an innate autonomy over their thoughts and actions. However, within his framework, the possibility of social, political and economic change arises precisely due to this innate freedom. He contends that while individuals possess this inherent freedom, societal agents and structures can impose on this consciousness, potentially limiting this natural freedom.

Illich's critique of modern educational institutions is precisely directed against this imposition on individual consciousness. He advocates for the de-schooling of society, rejecting the conventional understanding of the interplay between education, social structure and social change. According to Illich, the liberation of human consciousness from the constraints imposed by institutionalized education is the key to societal transformation. He argues,

> "We are used to considering schools as a variable, dependent on the political and economic structure. If we can change the style of political leadership or promote the interests of one class or another or switch from

[6] Illich, I. (2019). *Deschooling Society*. London: Marion Boyars Publishing Ltd

[7] Ibid p-10

private to public ownership of the means of production, we assume the school system will change as well."[8]

Illich argues that schools, regardless of their country, political system, or economic status, share fundamental similarities. He argues against the notion that schools can be significantly altered through conventional social or economic changes, suggesting that expecting profound shifts within the school system through conventional means is unrealistic.

While Ivan Illich's argument is compelling and suggests potential for significant social change, the practical implementation of de-schooling society faces numerous operational challenges. Over time, various educational experiments have aimed to foster individual development and community cohesion. However, ensuring universal accessibility across all societal segments remains a considerable challenge in making these alternative educational models accessible to everyone. Education is a fundamental human right and essential for exercising all other human rights. Education creates the voice through which rights can be claimed and protected. If people had access to education, they could develop the skills, capacity and confidence to exercise other rights.

It's interesting to note that despite the importance of education in individual and national development, India only achieved universal literacy for a few years. However, the unique journey of the social reform movement and nationalist struggles helped to shape the idea of education for the makers of the Indian Constitution. As a result, education was given utmost importance during the Constituent Assembly debate and was incorporated into Article 45 of the Constitution in the Directive Principles of State Policy. The article states, "The state shall endeavour to provide early childhood care and education for all children until they complete the age of fourteen years." Although the Directive Principles of State Policy are non-justiciable by nature, many states have given unique preferences in their policies to promote education. This universal urge for education has forced states to uplift the idea of education and many educational commissions have been appointed and policies have been introduced to promote

[8] Ibid p-73

education. One such attempt was the Sarva Siksha Abhiyan (SSA) in 2001, introduced by the Ministry of Human Development, which aimed to provide universal education. The program included midday meals, free uniforms, free books and other facilities to attract children toward education.

It's fascinating to see how education has evolved in India over the years. Despite achieving universal literacy for a brief period, the country has come a long way in terms of promoting education for all. The government of India made a significant move by enacting the Right to Education (RTE) as a fundamental right under the 86th Amendment to the Constitution. This ensured that children between the ages of 6 and 14 have access to free and compulsory education in private schools, eliminating discrimination based on various factors. The Right to Free and Compulsory Education Act, which came into effect on April 1, 2010, has been a crucial step towards promoting education and uplifting weaker sections of society.

It is indeed crucial to prioritize the Right to Education and incorporate it into national education strategies, as it is a fundamental right that cannot be forfeited. The Right to Education is an inalienable human right and a pre-requisite for the defense and enjoyment of all other human rights. Therefore, it is not just about providing access but also ensuring the quality of education and the environment in which it is provided. The present study aims to analyze and evaluate the Right to Education Act of 2009 in this context.

Significance of the Study

It is undeniable that education has a crucial role to play in the well-being of individuals and society as a whole. In recognition of this fact, the government has made education a right for every child through the Right to Education (RTE) Act. The act aims to ensure that every child, regardless of their economic background, social status, or physical and mental abilities, has access to education. While the intentions behind the policy are laudable, it is important to consider the practical challenges faced by all stakeholders involved and assess the feasibility of the policy's implementation. Specifically, this research will focus on the 25% reservation quota in private schools for disadvantaged and marginalized children.

This research work is significant because the development of people is possible only through good education. India, after independence, adopted its Constitution and implemented a democratic form of government. However, the government took many years to incorporate education as a fundamental human right into its Constitution. In 2009, the Indian Parliament adopted the Right to Education as a fundamental right. Enactment of suitable legislation is one step, but its practical implementation and awareness among the public are other vital factors required to achieve the objectives of the legislation. Therefore, there is a need to study the analytical aspects of this Right to Education Act in the study area.

Free education in private schools is only from 6 to 14 years of age. After 14 years, parents must find a way to continue their studies in government or private schools. This situation puts pressure on children who want to continue their studies and their parents cannot afford it. The children under the Right to Education Act join the school in the first standard and continue until the eighth. They may have a different background than the other children in the classroom, which will be a drawback or a barrier to their learning. They will not be able to cope with the class like their peers and may be disoriented.

Scope of the Study

The study deals with the historical development of the Right to Education, the Constitutional debate on the Right to Education, Supreme Court judgements on the Right to Education, International Covenants related to education and various commissions and committees on the development of the concept of the Right to Education. This study focuses on the impact of the Right to Education Act in Dakshina Kannada district from 2013 to 2020. Dakshina Kannada district consists of seven educational blocks. Out of the seven, this study focuses on two educational blocks, Mangalore South and Mangalore North, as its research sample area. It is confined to 6^{th} and 7^{th} grade students to understand the problems and challenges of the Right to Education Act. The present study concentrates on higher primary schools in the sample area.

Objectives of the Study

The study has the following objectives:

1. To locate the problem in the larger perspective - historical and national.
2. To understand the background to the enactment of the Right to Education Act.
3. To understand the provisions and the implications of the Right to Education Act.
4. To understand the positive and negative responses of the schools in the study area to the Right to Education Act.
5. To examine the challenges in implementing the Free and Compulsory Education Act.
6. To recommend suggestions for the effective implementation of the Act.

Hypothesis

This study has the following hypothesis:

1. The Right to Education Act is the consequence of intellectual, historical, Constitutional, political and judicial legacy.
2. The Right to Education Act is highly input-focused rather than outcome-oriented.
3. The Right to Education Act aims to bring equality and provide quality education to underprivileged children.
4. The Right to Education Act makes education accessible, acceptable and available to all.

Statement of the Problem

1. Education is a fundamental human right for exercising all other human rights. It promotes individual freedom and empowerment and it yields significant development benefits.

2. It is true that the Right to Free and Compulsory Education Act 2009 is a crucial legislation passed by the Parliament of India. However, it is unfortunate that this Act has only been able to reach a limited section of the communities. With the increasing privatization of education, the cost of education has become a significant barrier for many families. To address this issue, the government must implement policies to ensure that all children, especially those from

economically weaker sections, have access to quality education. Making education compulsory and providing financial aid to those who need it can go a long way in ensuring that every child has an equal opportunity to receive an education.

3. The Act highlights the framework of rights for a child and the obligations of other stakeholders under the Right to Education Act. The Act mandates that the state and other actors perform specific duties to ensure a child's right to pursue education. For instance, local authorities must provide adequate school access, schools must comply with stipulated norms and standards, teachers must pay attention to each child's progress and the parent community must contribute to the development of the school. All of these features are further enhanced when the school in question is a public school, which underscores the significance of the Right to Education Act for the public education system. By providing a framework of rights and obligations, the Act seeks to ensure that every child has access to quality education, regardless of their economic background, social status or physical and mental abilities.

4. The Right to Education Act is one of the revolutionary steps taken by the government of India in the field of education. It requires all private schools to reserve 25% of seats for underprivileged children. This provision creates contradictions in private institutions because of privatization.

5. Children from marginalized groups such as Scheduled Castes, Scheduled Tribes and those from Below Poverty Line communities face specific economic and social challenges. Ensuring the effective implementation of the Right to Education Act is crucial to guaranteeing access to quality education for children belonging to these categories. Special attention and targeted measures are essential to address the unique barriers they encounter, aiming to provide equitable educational opportunities and upliftment.

6. The education system should provide special aids and appliances, educational materials, special educators and infrastructural modifications to help differently-abled children. It is essential to support the teaching community in engaging

with the learning process and ensuring that every child has access to education. Awareness of inclusive education is crucial and everyone, from functionaries to students, should be aware of it.

This study has explored all the possibilities in these aspects.

Methodology

The present study is based on collecting primary data through a structured questionnaire and open-ended interactions with students, parents, teachers and management committee members to understand the problems and challenges of the Right to Education Act in Dakshina Kannada. Therefore, the study opts for a simple random sampling method to understand the impact of the Right to Education Act. Open-ended and closed-ended questions are included in this study to assess the respondents knowledge and perception of RTE. Teachers, heads of the management of private schools, parents and children who benefited from RTE are considered respondents to this study. As secondary data, it thoroughly goes through the books and articles published on the Right to Education in general and the Right to Education Act in particular.

Sample Size

In this study, the sample comprises of students, teachers, parents and heads of management committees of private schools. Simple random sampling was adopted to select the respondents from 34 private schools in Dakshina Kannada. Dakshina Kannada has seven educational blocks: Mangalore North, Mangalore South, Bantwal, Moodbidri, Puttur, Belthangady and Sullia. There are 170 private, unaided schools in these blocks. The researcher focused on children in the sixth to seventh grades to better understand the effective implementation of the Right to Education. The researcher chose Mangalore North and South RTE schools as the sample area. This choice is based on population and the highest number of RTE schools among the educational blocks of Dakshina Kannada. Since this study explores the effectiveness of the Right to Education Act, the above selection of sample area gains its importance. Mangalore North and South blocks have 67 schools. In these 67 schools, 3 students, 3 teachers, 3 parents and 3 management committee members were interviewed and responded to the questionnaires. This study traversed through male and female respondents from

teachers/principals, heads of management, parents and children categories in rural and urban areas. This study randomly included RTE beneficiaries in identified private schools in the 6th and 7th grades.

Sampling Technique:

Implementing simple random sampling, a total of 34 private schools were selected out of the 67 schools present in the Mangalore North and South blocks. To ensure a comprehensive representation, the student respondents and their parents from these 34 private schools were also chosen using the same methodology. The selection process was facilitated through the RTE list available within these schools, ensuring a diverse and inclusive pool of participants for the study. This method aims to capture a varied perspective from teachers, students and their families across these schools, providing a holistic view of the educational landscape within the region.

Methods of Data Collection:

Both qualitative and quantitative research methods are adopted to accomplish the objectives of the study. The necessary data for the present study are collected from both primary and secondary sources.

Tools:

Both quantitative and qualitative data are collected from the respondents. Questionnaires and interview schedules were administered to the a) Teachers/Principal, b) Heads of Management, c) Parents whose children benefited under RTE and are studying in Class 6th and 7th and d) Children who are studying in Class 6th and 7th and have been admitted to the schools under RTE to assess their level of knowledge and perception on RTE and its implications.

Pre-test of the tools:

A pre-test of the tools, comprising the questionnaire and interview schedule, was conducted. This pre-test involved interviewing 3% of all stakeholders. The objective was to assess the validity and comprehensibility of the questionnaire, ensuring its effectiveness in gathering accurate and relevant information. Before the main data collection phase, the initial step was to refine and validate the research tools.

The goal was to make sure that they were clear, relevant and capable of gathering the necessary data from the participants.

Data Processing:

Each of the schedules used for data collection was thoroughly edited at the field level by the investigator. Once the data was duly filled in by the respondents, the data was coded using the code book. The filled schedules were reviewed and appropriate editing was done to ensure complete information. Later, the data was transferred to the master sheet. Collected data is processed and analyzed using Microsoft Excel software. Information from the qualitative data is used to substantiate and corroborate quantitative data. Finally, the data was systematically analyzed descriptively.

Inclusion and Exclusion Criteria

The selection of respondents was based on both inclusion and exclusion criteria, which are as follows:

Inclusion Criteria:

- Respondents include teachers/principals, heads of management, parents and students
- Respondents include both Rural and Urban areas
- Only Mangalore South and North educational divisions are included
- Student respondents who are beneficiaries of RTE are included
- RTE student beneficiaries of only classes 6^{th} and 7^{th} are included

Exclusion Criteria:

- Except for Mangalore's South and North educational divisions, all other educational divisions within Dakshina Kannada are excluded
- Non-RTE students and their parents are excluded
- This study pertains to only Dakshina Kannada of Karnataka state; hence, all other districts except Dakshina Kannada are excluded.

Review of Literature

A review of existing literature gives a deeper understanding of the problem of the study. Hence, an extensive review is undertaken for this study. The views of various writers on a particular subject make a clear understanding of the topic selected for research and provide clarity of thought and expression. The literature review also contributes to the required background framework for any study. Education as a subject is continuously evolving and referring to earlier literature gives insight into the thought processes of eminent educationists. Secondary sources are collected through census data, published reports by the Education Department and Training Institutes, web-based materials, newspapers, books, journals and research papers.

Ivan Illich (1970) in his book “Deschooling Society”, presents a compelling argument that traditional schools fail to meet the individual needs of students. According to Illich, schools perpetuate false and misguided ideas of progress and development, promoting the belief that ever-increasing production, consumption and profit are the only ways to measure the quality of human life. He further argues that universities have become mere recruiting centres for the personnel of consumer society, certifying citizens for service while simultaneously disposing of those deemed unfit for the competitive rat race. Illich proposes some radical and exciting reforms for the education system in his book.[9]

Dharma Pal (1983) in his book "The Beautiful Tree: "Indigenous Education in the Eighteenth Century", tries to argue about the urgent need for an objective understanding of India's past; before the onslaught of colonial rule, he decided to embark on an exploration of British-Indian archival material, based on documents emanating from commissioned surveys of the East India Company, lodged in various depositories spread over the British. The author provides evidence from extensive early British administrator reports of the widespread prevalence of educational institutions in the Bengal, Madras Presidencies and Punjab teaching a sophisticated curriculum. Being

[9] Illich,I. (1970). *Deschooling Society,* USA: Marion Boyars Publication

inspired by Gandhian philosophy, the author explains how Mahatma Gandhi raised the problem of illiteracy in India during the Round Table Conference held in 1931.[10]

Lockheed M. E and Verspoor A. M (1991) in their book "Improving Primary Education in Developing Countries" describe the complex issues faced by developing nations in enhancing their primary education systems. This book gives a valuable resource for anyone seeking to understand the fundamental challenges and strategies for reforming primary education in the context of developing countries. The authors meticulously examine the obstacles that hinder effective primary education, ranging from resource constraints to socio-cultural complexities. Their in-depth analysis sheds light on the pivotal role of primary education as a cornerstone for social and economic development, emphasizing its influence on individual empowerment and national progress. They analyse comprehensive exploration of various approaches to improving primary education. Lockheed and Verspoor assess policies, interventions and educational innovations implemented in different developing nations, drawing valuable lessons from both successful initiatives and failed attempts. This empirical approach enriches the discourse, providing actionable insights for policymakers, educators and stakeholders. The authors' emphasis on the significance of teacher quality, curriculum relevance and equitable access to education resonates throughout the book. They advocate for pedagogical reforms that cater to diverse learning needs, address gender disparities and engage local communities to foster a conducive learning environment. Its foundational principles on the importance of primary education and the need for targeted reforms remain pertinent in contemporary discussions on global education agendas. However, it's crucial to acknowledge that the educational landscape has evolved since the book's publication. New challenges, technological advancements, and changing socio-economic dynamics have shaped education in unforeseen ways. Finally, "Improving Primary Education in Developing Countries" serves as a timeless reference, offering a holistic understanding of the challenges and opportunities in advancing primary education. Lockheed and Verspoor's comprehensive analysis and pragmatic

[10] Pal, D. (1983). *The Beautiful Tree: Indigenous Education in the Eighteenth Century*, Coimbatore: Keerthi Publishing House

recommendations continue to guide policymakers and educators in their quest to create inclusive and effective primary education systems worldwide.[11]

John Dewey (1997) in his book "Experience and Education", proposes concise statements on education. Dewey was a renowned educational theorist of the twentieth century who reformulated his ideas as a result of his experience with progressive schools and criticisms of his theories. In the book, he analyzes both traditional and progressive education and argues that neither is adequate because they don't apply the principles of a carefully developed philosophy of experience. Dewey emphasizes the need for a philosophy of experience and its relation to education. He urges educators to think in terms of deeper and larger issues of education rather than divisive "isms" such as progressivism. His philosophy predicates an American educational system that respects all sources of experience, offers a true learning situation that is both historical and social, and is both orderly and dynamic. Finally, "Experience and Education" is a must-read for anyone interested in education and its relationship to experience and philosophy.[12]

Joel Spring (2000) in his book "The Universal Right to Education Justification, Definition, and Guidelines," presents a compelling argument in support of the universal right to education as outlined in Article 26 of the United Nations Universal Declaration of Human Rights. The author examines the debates that took place before the declaration was established to understand how writers dealt with the issue of cultural differences. He then puts forward a justification for education that is applicable to all cultures and languages, including indigenous peoples and minority groups. Spring argues that the Right to Education is inseparable from children's rights and he uses the concept of a Universal Right to Education to support children's rights. He applies his definition of children's liberty rights to the concept of education and synthesizes cultural, language and children's rights to provide a universal justification and definition for the Right to Education. In the final chapters of the book, Spring proposes universal guidelines for human rights education, literacy, numeracy, cultural

[11] M.E Lockheed & A.M (1991). *Improving Primary Education in Developing Countries* New York: Oxford University Press World Bank
[12] Dewey, J (1997). *Experience and Education*, New York: Touchstone Publication

centeredness and moral economy. By doing so, he highlights the importance of education and its role in promoting human rights and encouraging cultural understanding and respect. Spring's book provides a thought-provoking and well-reasoned argument for the universal Right to Education, applicable to all cultures and languages.[13]

Maria Eulina de Carvalho (2000) in her book, "Rethinking Family-School Relations: A Critique of Parental Involvement in Schooling" explores the complexities and implications of parental involvement as a policy. Through an in-depth theoretical approach that includes historical and sociological accounts, as well as personal reflection, the author aims to understand the origins, meanings and effects of parental involvement as a prerequisite of schooling, particularly as a policy solution for low achievement and inequity in the American educational system. While most policy and research discourse on school-family relations admires the partnership ideal, Maria de Carvalho takes a distinct stance. She argues that this ideal neglects several major factors, such as the diversity of family material and cultural conditions and how feelings about schooling differ according to social class. Therefore, the partnership-parental involvement ideal is more likely to be a projection of the model of upper-middle class, suburban community schooling than an open invitation for diverse families to recreate schooling. Additionally, the pressure for more family educational accountability overlooks history as well as present social conditions. Finally, family-school relations are relations of power, but most families are powerless. Maria De Carvalho contends that two linked effects of this policy are the imposition of a particular parenting style and intrusion into family life and the escalation of educational inequality.[14]

[13] Spring, J.(2000). *The Universal Right to Education Justification, Definition and Guidelines,* London: Taylor and Francis Publication

[14] De Carvalho, M. E. (2000). *Rethinking Family-School Relations: A Critique of Parental Involvement in Schooling,* New Delhi: Routledge Publication

M Dash (2000), in his book "*Education in India: Problems and Perspectives",* tries to analyse the multifaceted perspectives of education in India, highlighting the challenges and potential solutions within the country's educational system. It offers a comprehensive examination of the problems troubling the education system and proposes plausible solutions. The inclusion of diverse perspectives adds value to the academic discourse and provides a roadmap for addressing the identified issues. In other words, the book is a seminal work and serves as an indispensable resource for anyone seeking a deeper understanding of the complexities of India's education system.[15]

Klaus Dieter Beiter (2006), in his work titled "The Protection of the Right to Education by International Law," draws attention to the recent tendency to refer to education as a "human need" rather than a "human right." The author claims that this has made it possible for education to become commercialized, denying the poor access to it. In other words, he asserts that the nature of this privilege is multifaceted. He enumerates the responsibilities of the state in protecting the world wide Right to Education.[16]

Niranjana Aradhya and Aruna Kashyap (2006), argue in their book "Fundamentals of the Fundamental Right to Education in India" that the demand for the Right to Education started during the British period. Later on, the policies of the Government, Supreme Court Judgements, etc., paved the way for making the Right to Education a fundamental right. Authors argue that many schools violate the Act's provisions by demanding parents donations, conducting entrance exams and discriminating against children on various grounds.[17]

---

[15] Dash, M. (2000). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers

[16] Beiter, K. D.(2006). *The Protection of the Right to Education by International Law*. Netherlands: Martinus Nijhoff Publisher

[17] Aradhya, N. & Kashyap, A. (2006). *Fundamentals of the Fundamental Right to Education in India*. Bangalore: Books For Change

Ajit Mondal and Jayanta Mete (2013), in their book "Right to Education", analyze the Constitutional provisions, International Covenants and Governmental initiatives to promote the Right to education and also the origin, salient features of the RTE Act, challenges, and recommendations for effective implementation of the RTE Act. The author highlights that the main challenges are neglect of early education, lack of quality education and financial resources. For effective implementation of this Act, education must be available, accessible, acceptable and adaptable to all.[18]

P. Geetha Rani Praveen Jha (2015) in their book "The Right to Education in India: Resources and Public Policy" discuss the challenges, resources and policy intricacies surrounding the realization of the right to education in the country. They discuss historical evolution of the right to education in India, providing a nuanced understanding of the legislative developments, including the landmark Right to Education Act of 2009. The book skilfully analyzes the provisions of the Act, highlighting its strengths and limitations in ensuring equitable access to quality education for all children. Through extensive research and empirical evidence, the author navigates the multifaceted landscape of educational resources in India. The book offers a comprehensive assessment of the challenges obstructing the effective implementation of the right to education, from examining the allocation and utilization of funds to scrutinizing infrastructural development and teacher recruitment. It expressively captures the disparities in educational opportunities across socio-economic strata and geographical locations, shedding light on the persistent barriers hindering the realization of universal education. This book presents a compelling argument for policy reforms and interventions, offering pragmatic recommendations to address the systemic inadequacies plaguing the education sector. It advocates for a holistic approach encompassing not only financial investments but also systemic reforms, teacher training, curriculum enhancements, and community involvement to foster an inclusive educational ecosystem. While the book rigorously examines the challenges and policy intricacies, a more in-depth exploration of successful case studies or innovative

[18] Mondal, A. & Mete, J. (2013). *Right to Education*. New Delhi: A.P.H. Publishers

grassroots initiatives could further enrich the narrative, providing a balanced perspective between the challenges and potential solutions.[19]

Ajit Mondal and Jayanta Mete (2016), in their book "Education for All," analyzed the Right to education in two parts. The first part deals with the implementation and challenges of the Act. The second part deals with child labour, children with special needs, teachers' commitments and the private sector under the RTE Act. According to the authors, effective policies and additional support to families are necessary to reduce child labour. They suggest that if the government takes action, such as implementing free and compulsory education, providing free uniforms, books, midday meals, transportation and covering other education-related expenses, we can expect significant improvements.[20]

Vani Kant Borooah (2017), in his book "The Progress of Education in India: A Quantitative Analysis of Challenges and Opportunities", quantitatively analyses data to demonstrate India's recent progress in the education sector. India, as one of the world's fastest-growing economies, currently enjoys what is termed a 'demographic dividend', meaning that, compared to most other countries, it has a relatively young working-age population. To exploit this advantage, the author argues that India needs to make this young population economically productive through education. The chapters in the book address whether India has succeeded in doing so, both in terms of the number of educated and the quality of their education. The author draws on specialist surveys conducted by India's National Sample Survey Office (NSSO) in 2008 and 2014, which examine the state of education in India.[21]

Deepa Idnani (2017), in his edited book 'Right to Education and Schooling' provides a comprehensive resource that offers an in-depth analysis of the Right to Education Act in India. The book covers a wide range of topics, including the historical

[19] Jha, P. & Rani, P. G. (Eds.). (2015). *Right to Education in India: Resources, Institutions and Public Policy*. New Delhi: Routledge Publication

[20] Mondal, A, & Mete J. (2016). *Education for All.* New Delhi: A.P.H. Publishers.

[21]. Borooah, V. K. K.(2017*). The Progress of Education in India: A Quantitative Analysis of Challenges and Opportunities,* New Delhi : Springer International Publication

background of the Act, its different provisions and its implementation and effectiveness. The book draws from various empirical studies, making it a valuable resource for practitioners, researchers and policymakers seeking to gain a better understanding of the complexities of the RTE Act and its impact on the education sector in India.[22]

Kenneth Richmond (2018), in his book "Education and Schooling", highlights the crisis in schools that had started in the early 1970s, particularly in urban areas. He advocates for a new theory and practice of education, one that goes beyond the traditional pedagogy and defines education in a much wider sense. Richmond proposes a "generative theory" of education, which considers the learner as the controlling agent in a network of educational resources and education as a lifelong process. He emphasizes that learning cannot be confined within the frames and classifications imposed by traditional schooling and that a schooled society is not an educative society. The author stresses the need for a much wider definition of education that recognizes the value of skills acquired outside the classroom, such as those learned at home, in the peer group or at the workplace. He advocates for a "school without walls" policy, where community institutions and organizations can serve as learning environments. According to Richmond, the importance attached to formal schooling is greatly exaggerated and the financial and other resources devoted to the expansion of so-called educational services are largely wasted. He believes that only by taking steps in the direction of a more inclusive and dynamic model of education can we overcome the seemingly intractable problems facing schools today.[23]

Lawmann's (2020), in his book "Right of Children to Free and Compulsory Education Act, 2009 (Act No. 35 of 2009)", analyses the development of the Right of Children to Free and Compulsory Education Act, 2009. The author explains the responsibilities of the appropriate government, local authority, parents, schools and teachers in implementing the Act. This book also throws light on the Amendment to the Right of Children to Free and Compulsory Education (Amendment) Act, 2017 (24 of

[22] Idnani, D. (Ed.). (2017). *Right to Education and Schooling*. New Delhi: Rawat Publications

[23] Richmond, W. K. (2018). *Education and Schooling*. Newyork: Routledge

2017) and Amendment to the Right of Children to Free and Compulsory Education (Amendment) Act, 2019 (1 of 2019).[24]

Muchkund Dubey and Susmita Mitra (2020) in their book 'Vision of Educational Policy in India' tries to give a thorough examination of the ever-evolving educational policies in the country. It meticulously analyzes the historical development of educational policymaking in India and explores the foundational principles, shifts and challenges faced in shaping the education system. It tries to give in-depth review of the various educational policies that have played a crucial role in shaping India's education system. It covers seminal policies such as the National Policy on Education (NPE) of 1968, NPE of 1986 and subsequent revisions, providing insight into their ideological foundations, objectives and implementation challenges. The author provides a critical analysis of the vision outlined in these policies, emphasizing the need for a dynamic approach that aligns with the evolving socio-economic environment and the demands of the globalized 21st century. The book effectively highlights the dichotomy between policy objectives and on-the-ground implementation, exposing gaps that hinder the realization of these visions. Moreover, the book offers a forward-looking perspective by presenting recommendations and innovative strategies to bridge these gaps. It delves into areas such as curriculum reforms, pedagogical innovations, teacher training and inclusive education, advocating for a holistic approach to transform the education system. While the book provides a comprehensive overview of historical policies and envisions future pathways, including more case studies or empirical evidence showcasing successful implementation models could further bolster its credibility and practicality[25].

Richard Pring (2021), in his book 'Education, Social Reform and Philosophical Development,' discuss the social, historical, religious and cultural contexts that define education systems. With a particular focus on how historical contexts shape the nature of education and its relevance to wider society, it explores the history of education in relation to social reform, economic relevance and raising standards. The first part of the

[24] Lawmann's (2020). *Right of Children to Free and Compulsory Education Act, 2009 (Act No. 35 of 2009)*. New Delhi: Kamal Publishers

[25] Dubey, M. & Mitra, S. (Eds.). (2020). *Vision of Education in India*. New Delhi: Routledge.

book describes the developing system of education within England and Wales from the 19th century, with reference to the growing consciousness of the need for 'education for all.' The second part identifies key philosophical influences on the evolving understandings of education and thereby of the developing policies and arrangements made in the light of those understandings which they generated. Finally, the third part of the book revisits the 'aims of education' in the light of the historical development and the philosophical critiques. This book will be of great interest to academics, researchers, postgraduate students and policy makers interested in the history of education and the moments that have defined it.[26]

Poromesh Acharya (1994), in his article "Problems of Universal Elementary Education," sheds light on the reasons why universal elementary education has not been achieved despite many years of independence. According to Acharya, achieving universal elementary education is not just about creating universal facilities, enrolment and retention, but it also entails ensuring universally high-quality teaching. The author highlights that the current state of facilities, enrolment, dropout rates and quality of teaching indicates that there is a long way to go to achieve the goal of universal primary education. Therefore, there is a need to address these issues and improve the quality of education to ensure that universal elementary education becomes a reality.[27]

Srinivas Gupta (2002), in his article "Right of the Child to Education in India", highlights the importance of education for children. He says children are the custodians of the future. Children are an essential asset not only for their country but for humanity. Protecting today's children's health and education is the government's first and foremost duty. Education brings excellence, enriches the mind and illuminates the spirit. It prepares a child for good citizenship.[28]

---

[26] Pring, R.(2021). *Education, Social Reform and Philosophical Development*, New Delhi: Routledge Publication

[27] Acharya, P. (1994). *Problems of Universal Elementary Education*. Economic and Political Weekly, 29*(49), 3098–3105*

[28]Gupta, S.(2002). *Right of the Child to Education in India*. Indian Bar Review, 29*(2)*

Vijayshri Sripati &Arun K, Thiruvengadam (2004), in their article "India: Constitutional Amendment making the Right to Education a Fundamental Right", states the fascinating journey of the Right to Education Act in India. The article covers the act's evolution from its early stages during the constituent assembly debate to its eventual implementation through Constitutional amendment and Supreme Court judgements and other challenges. The authors provide a detailed analysis of the various perspectives on the act's evolution, making it an informative and insightful read.[29]

Shallu (2008), in her article "Right to Education and the Constitution (Eighty-Second Amendment) Act 2002", states that education is a basic necessity of life. This article opines that the state's constitutional responsibility is to provide the required infrastructure for primary education to all children and such a right is enforceable by law. If the state fails in this responsibility, the judiciary can intervene to enforce this right. He says that Article 51A of the Constitution makes it a fundamental duty of the parents to send their children to school, but at the same time, the Act fails to consider the circumstances that compel parents not to send their children to school. One reason that keeps the child away from education is the condition of schools. If a favourable environment for education is created, there is no need for legislation or penal provisions to enforce the Right to Education.[30]

R Malakar & A Mahato (2009), in their article "Implementation Status of Right to Education (RTE) Act 2009 in Tripura : a Critical Analysis", say that as the state may, by law, designates Article 21-A of the Indian Constitution, it requires the state to offer free and compulsory education to children between the ages of 6 and 14 years. Further, to comply with the new RTE Act criteria, states and Union Territories must pay close attention to the hiring of qualified instructors, the creation of special training programs

[29] Sripati, V. & Thiruvengadam, A. K.(2004*). India: Constitutional Amendment Making the Right to Education a Fundamental Right.* International Journal of Constitutional Law, 2(1), 148–158

[30] Shallu.(2008). *Right to Education and the Constitution (Eighty-Second Amendment) Act 2002.* Indian Bar Review, XXXV, *p. 1–4.*

for out-of-school children enrolled in age-appropriate classes and the creation of pertinent teaching and learning materials.[31]

Praveen Jha and Pooja Parvathy (2010), in their article "Right to Education Act 2009: Critical Gaps and Challenges**",** argue that the Parliament of India enacted the RTE Act to access good quality elementary education to the weaker sections of society. Lack of clarity on the basic understanding of who the child is, scarcity of financial resources and absence of qualified teachers are the significant challenges of this Act.[32]

M Kaushal (2012), in his article "Implementation of Right to Education in India: Issues and Concerns", states that to strengthen the position of education in a more organized manner, the government of India took an essential initiative through the enactment of the 86th Constitution Amendment Act. This attempt aimed to achieve and facilitate the realization of free and compulsory education for children between the ages of 6 and 14 years as a fundamental right. The article finds that although this attempt has shown benefits, there are serious barriers and roadblocks to implementing the desired objectives of the 86th Constitutional Amendment Act. Education is the best investment for a nation to improve its precious human resources for the all-round development of its people.[33]

DJ Ghosh (2013), in his article "Right to Education Act 2009: Issues & Challenges", analyses how the provisions have affected the promotion and protection of children's rights in India today. The historical overview then highlights important aspects of the Act, clarifying the issues that lie ahead and offering solutions. Thus, it emphasizes the value of education for children.[34]

---

[31] Malakar, R., & Mahato, A. (2009). *Implementation Status of Right to Education (RTE) Act 2009 in Tripura: A Critical Analysis*. MGIRED Journal, 2*(1)*

[32]Jha, P., & Parvathy, P.(2010). *Right to Education Act 2009: Critical Gaps and Challenges.* Economic and Political Weekly, 45*(13), 20–23.*

[33] Kaushal, M. (2012). *Implementation of Right to Education in India: Issues and Concerns.* Journal of Management & Public Policy, 4*(1)*

[34] Ghosh, DJ. (2013). *Right to Education Act 2009: Issues & Challenges. SSRN Electronic Journal.* https://doi.org/10.2139/ssrn.2231197

Sindhu Sanjay (2014), in her article "Fundamental Right to Education in India: An Overview", states that nowadays, education is envisioned as a human right and a tool for social transformation. Everyone has the Right to Education, according to Article 26(1) of the Universal Declaration of Human Rights from 1948. The fundamental and primary levels of education must be free. Thus, the terms of the Right of Children to Free and Compulsory Education Act 2009, which went into effect on April 1, 2010, have been updated to reflect the United Nations suggestion. In actuality, this law establishes the state's obligation to provide for education. The authors of this essay have made an effort to emphasize the Constitutional and statutory perspectives of the right to free and compulsory education under Article 21-A. This article examines how the Indian educational system views compulsory schooling and identifies the shortcomings of the current RTE Act.[35]

Prachi Srivastava & Claire Noronha **(**2014), in their article, "Institutional Framing of the Right to Education Act: Contestation, Controversy and Concessions", examines the involvement of the private sector during the initial stages of the Right of Children to Free and Compulsory Education Act's implementation and the findings are presented here. The study involved a broader sample of households, schools and institutions. While some of the debates surrounding the RTE Act were covered by the media and discussed in public, this paper presents information from semi-structured interviews with important education administrators and implementers, some of whom were in charge of drafting the Act. It also charts the evolution of various draught bills over time. The report reveals the disagreement, contention and concessions that occurred in policy backrooms during the Act's drafting process.[36]

Sonal Mobar (2015)**,** in his article "Impact of RTE Act on Girl Child Education"**,** examines the difficulties and opportunities experienced by girls of Kasturba Gandhi Balika Vidyalaya (KGBV), residential upper primary schools as well as the barriers to their education and the effects of RTE in ensuring their access to

[35]Sanjay, S. (2014). *Fundamental Right to Education in India: An Overview.* Global Journal of Interdisciplinary Social Science, 3*(5)*

[36] Srivastava, P. & Noronha, C. (2014). *Institutional Framing of the Right to Education Act: Contestation, Controversy and Concessions.* Economic and Political Weekly, 49(18) p-51-58

education. Finally, the report examines the RTE's dimensions of gender equity, quality and makes policy-level recommendations for action.[37]

Nabin Thakur (2015), in his article "Study the Awareness of Trained School Teachers about Right to Education Act at Elementary Level", this study compared the levels of awareness of the Right to Education Act among trained male and female school teachers as well as between trained teachers in rural and urban areas about the elementary level of the Right to Education Act. The findings show that there was a generally low degree of awareness of the RTE legislation, no discernible difference between trained male and female teachers' awareness of the act and no discernible difference between trained instructors in urban and rural areas.[38]

Nupur Sony (2017), in her article, "An Analytical Study of the Fundamental Right to Education in India", says that the nation's founding fathers recognized the value of the Right to Education and made it a Constitutional imperative by including it in chapter IV of the Indian Constitution dealing with Directive Principles of State Policy. The judiciary, however, demonstrated a strong interest in ensuring that all children under the age of 14 receive free and mandatory education and it ultimately decided that the Right to Education qualifies as a fundamental right under Article 21 of the Constitution. According to Article 21, the right to life flows into the Right to Education and none of these rights can be completely recognized without the other. But to attain the goal of creating an equal Indian society, education must be accessible to all groups of people at all levels. Otherwise, the Right to Education will be meaningless.[39]

Gopal Krishna Iyer & Chris Counihan (2018), in their article, "When a Right Goes Wrong: The Unintended Consequences of India's Right to Education Act", write

---

[37] Mobar, S.(2015). *Impact of RTE Act on Girl Child Education. International Journal of Social Science and Humanity, 5*(10), 903–906. https://doi.org/10.7763/ijssh.2015.v5.577

[38] Thakur, N. (2015). Study the *Awareness of Trained School Teachers about the RTE Act at the Elementary Level. American International Journal of Research in Humanities, Arts and Social Sciences,* 14, 325. p-67-71. http://www.iasir.net.

[39] Sony, N. (2017). *An Analytical Study of the Fundamental Right to Education in India.* Quest-The Journal of UGC-HRDC Nainital, 11(3). https://doi.org/10.5958/2249-0035.2017.00031.6.

that a large number of private schools in India face closure due to the Right to Education Act of 2009. The Act places more emphasis on several input requirements than it does on learning outcomes. We demonstrate that certain states are closing private schools even though the government schools are not meeting the requirements. We also contend that the RTE Act has the wrong priorities, which prevents it from realising its goal of promoting high-quality education. It also tends to support veiled kinds of unfair equity and ignores the secondary education system, which is a crucial component of the formal education system. A statutory "right" has been transformed into a "wrong" as a result of this incorrect and biased application of the law.[40]

R Dhaka & A Thapar (2020), in their article, "Right to Education in India: A Critical Appraisal"**,** analyzes the establishment of the Right to Education as a fundamental right for children aged six to fourteen in India. The article emphasizes the concerted efforts of civil society, grassroots organizations, activists, educationists and teachers' groups in advocating for the fulfillment of the Right to Education. The authors examine the genesis of the RTE Act, highlighting its pivotal components while shedding light on the State's lethargic approach toward upholding its responsibility in securing children's Right to Education. Moreover, they scrutinize the innumerable challenges hindering the effective execution of this Act.

The analysis highlights the multifaceted nature of the RTE Act, illuminating its strengths and exposing the systemic shortcomings impeding its full realization. By exploring the Act's origins and complexities, Dhaka and Thapar provide a comprehensive assessment that prompts reflection on the discrepancies between legislative intent and practical implementation. Their examination of the hurdles faced in executing this legislation offers valuable insights into the complexities of ensuring equitable education for all.[41]

[40] Iyer, G. & Counihan, C. (2018). *When a Right Goes Wrong: The Unintended Consequences of India's Right to Education Act.* Economic Affairs, 38(3). https://doi.org/10.1111/ecaf.12314.

[41] Dhaka, R..& Thapar, A. (2020). *Right to Education in India: A Critical Appraisal*. Dynamics of Public Administration, 37(1), 53-64

S Rana & Maiti N Chand (2021), in their article titled "Right to Education Act 2009," narrate the educational situation of Scheduled Caste(SC) girl students in West Bengal after the implementation of the RTE Act in 2009. The study is quantitative in nature and employs a survey approach to analyze the enrollment and dropout rates of SC girl students in the subsequent five years following the adoption of the RTE Act 2009. The study's findings indicate a significant increase in the enrollment of girls from scheduled castes between 2011 and 2015, except for 2014–2015. Furthermore, the number of SC female students dropping out has decreased since the implementation of the RTE Act 2009.[42]

The review of existing literature shows limited research studies on the Right to Education Act in general and an absence of work on Dakshina Kannada in particular. The present study tries to fill this gap. This study examines the educational system historically, philosophically and constitutionally to understand all the changes and developments involved in education. This study is a comprehensive study of the Right to Education. This policy of the Government in the form of RTE has a far-reaching impact on all walks of life. This work deals with not only the theoretical framework but also empirical research conducted in Dakshina Kannada to know the effects of RTE. It tries to explore how the Right to Education Act is implemented in Dakshina Kannada district. To understand the effective implementation of the Right Education Act- a conceptual framework has been developed through the insights received from the review of existing literature.

Chapterisation

This study has been divided into five chapters

Chapter 1 - Introduction

This chapter gives an introduction to the subject of research. It includes the significance of the study, its scope, objectives, hypothesis, statement of the problem, methodology and a review of the literature.

[42] Rana, S., & Chand Maiti, N. (2021). *Right to Education Act 2009 and Education of Schedule Caste Girl Students at Lower Secondary Stage*. Paripex Indian Journal Of Research. https://doi.org/10.36106/paripex/7006724

Chapter II – Historical Legacy

This chapter tries to discuss the important milestones of the Indian experience of education. While doing so, it tries to analyze the ideas of Western thinkers, the ancient education system, education in the colonial period and the perspectives of various national leaders on education. This chapter also locates the theoretical background and perspectives of this right in the writings of Western thinkers. It also examines and analyses the debates on education and the right to life in the Constituent Assembly under Article 21 and Article 24. It analyses the judicial judgement on the right to life and the Right to Education.

Chapter III- Right to Education: Linkages and Perspectives

This chapter aims to provide an overview of the Right to Education Act and its various connections and perspectives. It examines the recommendations made by different commissions, committees and educational policies to shed light on ways to improve the implementation of the Act. By examining these insights, the chapter seeks to provide a more comprehensive understanding of the challenges and opportunities involved in ensuring the right to education for all.

Chapter IV- Right to Education Act 2009: Dakshina Kannada District

This chapter analyzes and interprets the data collected during the field study of the Right to Education Act 2009. While doing so, it gives a brief sketch of Dakshina Kannada and its historical movements that enhanced the concept of education. It tries to enumerate the essential challenges and concerns in implementing the Right to Education Act in Dakshina Kannada.

Chapter V - Conclusion

The concluding chapter brings together the essence of the results and discussions. It tries to analyze the hypothesis discussed in the first chapter. It also tries to discuss challenges and recommendations based on the study, which is both theoretical and empirical. The following hypothesis in this study is verified against the findings of the study.

1. **The first hypothesis of the study says that the Right to Education Act is the Consequence of Intellectual, Historical, Constitutional, Political and Judicial Legacy**:

The present study has proved this hypothesis as correct. After independence, the Constituent Assembly debated various aspects of education in detail in the debates on the Right to Life and Education. Child labour legislation is linked closely to education, which is also debated in detail. Supreme Court judgements also created favourable conditions for the introduction of the Right to Education Act 2009. Therefore, it traversed through different phases and evolved as the unique Act that upheld the idea of everyone's Right to Education. There were debates and discussions around the education and livelihood of children. These deliberations focused on education, which plays a significant role in the lives of individuals across the globe. Many countries, especially third-world countries, have adopted education for all as a fundamental right of citizens in their countries. Likewise, India has also gone through many discussions and deliberations around education for her children. In fact, education was regarded as the panacea for solving all the evil prevailing in society. Liberalism, conservatism, socialism, feminism, multiculturalism and post modernism all offered different perspectives on education. Different political thinkers in the West have different views on how much the state should intervene in the educational process, what kind of curriculum and methods should be used and who should have access to education. For example, Plato advocated for a state-run education system. On the other hand, John Locke argued for a more liberal and individualistic approach to education, where parents have the primary responsibility for educating their children according to their own interests and values.

The researcher found many aspects of the Right to Education in the social reform movements and freedom struggle. Every part of India experienced the social reform movements differently. Almost all social reformers supported and enhanced the Right to Education across communities. Our national leaders on education expressed diverse opinions. Mahatma Gandhi emphasized child–centred and life–centred education to make them self–reliant. He also advocated free, compulsory and universal education for all children between 7 to 14 years and considered it as the foundation for life. His idea was to give the children access to quality education, especially to weaker

sections of society. Vivekananda also emphasized the education of weaker sections of society to prevent their exploitation; therefore, he wanted it to be universal to develop a man's personality. Dr Radhakrishnan also emphasized education for all and education as per the needs and interests of the child. Sister Niveditha emphasized education from the lowest and elementary levels to build the basic pillars to develop national consciousness. Sri Aurobindo spoke of culture and education, which are interlinked. Jawaharlal Nehru agreed with Mahatma Gandhi that the education of a child needs to be interlinked with the experiences of a child. He also emphasized primary education to solve India's massive unemployment. One common element running through all these perspectives is the emphasis on universal, compulsory education to build values and life skills and prevent the exploitation of weaker sections of society. Therefore, it is evident that universal compulsory education is not just a need but also an imperative, with the recognition of its status as a fundamental right emerging from historical antecedents, intellectual output and practical necessity.

2. The second hypothesis of the study says that the Right to Education Act is Highly Input Focused Rather than Outcome Oriented.

The present study has proved this hypothesis as correct. The government introduced the Right to Education Act 2009 to promote the education of underprivileged sections of society by providing qualitative education. Even though qualified teachers are appointed to schools, the quality has not improved much. This Act emphasized the improvement of social infrastructure. Due to this, many schools improved the conditions of girl's toilets, but the actual aim of this Act was not accomplished. The RTE Act 2009 was a landmark step by the government applicable throughout India through the Constitution Amendment Act. However, the Act is highly input-focused rather than outcome-oriented. Certain provisions of the Act, like 'no detention policy', 'no expulsion policy' and ‘no punishment policy', affect the successful implementation of the policy. This is evident from this study. The empirical study involving the questionnaire and the interviews has touched upon various aspects of the Act in its implementation. This field study has yielded results relating to the different perspectives on the Right to Education Act. The 6^{th} and 7^{th} class students were given this questionnaire to know their opinions relating to assessment, their problems and the challenges they face. Questions were also posed to other stakeholders, like parents,

about their awareness of the RTE Act and its conditions relating to pupil-teacher ratio, infrastructure and effectiveness. Teachers were also questioned regarding their awareness of the provisions of the Act, the orientation programs held to train them and the awareness of the State Commission for the Protection of Child Rights, pupil-teacher ratio, midday meals, students' strength, adequacy of staff and their salary. The school governance was questioned and interviewed relating to the percentage of females in the School Development Monitoring Committee, its role, the State Advisory Council and its role in implementing RTE in school, state agencies providing professional orientation to teachers and special training to dropout students and the evaluation, training given to teachers, infrastructure facilities like compound wall, computer lab and the relevance of RTE. They were also asked to respond to other aspects of RTE like 'No Detention Policy', 'No Expulsion Policy', 'No Punishment Policy' and overall development of children and school structure and its implementation. Their opinion relating to the reservation of 25% seats in private schools and other parameters of the Act was taken.

The study indicates a lack of awareness of the RTE 2009 among teachers and parents compared to the management. Many school managements have failed to recruit qualified teachers, provide proper infrastructure, midday meals, maintain equality and quality education. 25% reservation of seats has adversely affected government schools' strength, which led to the government of Karnataka amending the Act to protect government schools. Thus, the empirical study has given insights into the actual problems of schools face in implementing the RTE Act 2009. The very provisions of the Act indicate their focus on the input required for the success of the Act rather than on the output, i.e., the quality of education obtained by students.

3. The third hypothesis of the thesis is that the Right to Education Act aims to bring equality and provide quality education to underprivileged children.

The present study has proven this hypothesis to be incorrect. It reveals numerous practical difficulties in upholding the idea of equality. Many teachers, students, parents and school management are aware of the Right to Education Act as a policy, but there is a lack of deeper understanding of its necessity. During interactions

with students, researchers observed that RTE students are labelled as recipients of free education. Despite being part of larger educational institutions, RTE students are kept segregated, highlighting the superficial nature of the concept of equality. This separation, in various forms, represents inequality in itself.

Bitter experiences faced by the students go undocumented due to the fear of confronting unforeseen challenges. Simultaneously, the management has failed to recruit qualified teachers, provide adequate infrastructure, ensure midday meals and deliver quality education in schools. Therefore, an imbalance exists between the quality of education and the concept of equality. Despite the progress and improvement in the statistics, the country's education quality is still not at par with the expected standards of quality education. A minimum benchmark is essential, which has yet to be mentioned in the RTE Act. The provision of quality education needs to be the priority of the government. The concept of quality education is very notional in the RTE Act and needs to be revised. The percentage of children with reading skills as per their study standard is significantly low and more so among the rural schools vis-à-vis the urban schools. Even in urban schools, the learning standards of economically disadvantaged groups are much lower than the rest. Thus, the Act has not been able to adapt to the needs of a divided and differentiated Indian society.

4. The Fourth Hypothesis says that the Right to Education Act of 2009 Makes Education Accessible, Acceptable and Available to all.

The present study has proved this hypothesis as correct. As a sample area, Dakshina Kannada proves that every child hopes to pursue free education through the Right to Education Act. It gives space to every community to come forward to get the benefits of free education. An important landmark in the Indian educational sector is the implementation of the Right to Education Act, which aims to provide free and compulsory elementary education for children between six to fourteen years of age. It attempts to deliver quality and equitable education to every child, irrespective of income level, caste, creed and sex. There is no denying that the successful implementation of the RTE Act has led to an improved net enrollment rate in primary education, increased awareness among the states to abide by the curriculum mandate under the Act and significant improvement in the social infrastructure of schools.

However, the greater emphasis on enrollment levels and infrastructure standards has had some of the desired positive effects. However, the Act is not successful in providing an adequate focus on quality education. Universal education for the children of India was considered a dream plan of India immediately after its independence. Multiple factors must be considered to achieve universal education in a young country like India. This task becomes more complex with its size and diversity. The Right to Education Act is one of the Acts that led to a unique landmark in India's education history since the country's independence. The Act underlined the country's vision and intent to make education compulsory for children in India. The Act made it legally binding for state and local governments to follow its norms. The state can refuse to grant recognition to schools or withdraw recognition conferred for schools that do not adhere to the prescribed minimum quality, standards and rules.

The impact of the RTE Act can be understood from the fact that India was reported to have the most significant number of illiterate adults in the world at 37% of the global total In 2014. This shows the disparity in access to education in the nation, pointing to the fact that the provisions of the Education Act have failed to target those in society who need it the most. Though there has been an increase in enrollment rates in schools, the quality of learning has been diminishing. Various reports and studies reveal that there has been a decline in learning outcomes since the enactment of the RTE Act. This has also been proved by the Annual Status of Education Report (ASER) 2014 by education, which states that learning outcomes in reading, writing and arithmetic in state-run schools are poor. Thus, we need to divert our attention from enrolment rates, infrastructure, etc., to learning outcomes. The RTE Act has met with success in meeting some of the goals with which it started in 2010. Many states have successfully ensured that the schools meet the infrastructure requirements as prescribed. As per the June 2014 Report published by MHRD, Government of India, the status of the adoption of the Act by the states shows that the Central Government has successfully ensured the states follow the policies outlined in the Act. Therefore, the hypothesis that this Act has made education accessible, acceptable and available to all is proven to be correct.

The Right to Education Act 2009 is considered to be a significant reform in the Indian education system. It made primary education compulsory for all children, making India one of the 135 countries to do so. Despite the challenges it presents, the act provides an excellent opportunity for the country to ensure quality elementary education for all. The present study can serve as a valuable resource for future researchers and state officials in implementing the act effectively. Collaboration among different agencies at community, state and national levels is crucial to making the RTE Act a reality for India's children. It is essential to succeed in this endeavor as the world looks to India to lead the way in education. Although there are hurdles and shortcomings, the entire community must take up the responsibility of ensuring social inclusion and creating a just and equal society.

BIBLIOGRAPHY

Primary Source

- Government of India. "**National Policy on Education.**" Ministry of Education, 1986.
- Ministry of Human Resource Development. "**Report of the Committee for Evolution of the New Education Policy.**" Government of India, 2016.
- Ministry of Human Resource Development. "**Elementary Education in India: Progress towards UEE - Flash Statistics.**" Government of India, 2019.
- District Information System for Education (DISE). "**Unified District Information System for Education.**" Ministry of Education, Government of India, annual publication.
- Ministry of Human Resource Development. "**Elementary Education in India: Progress towards UEE - Flash Statistics.**" Government of India, 2019.
- District Information System for Education (DISE). **"Unified District Information System for Education."** Ministry of Education, Government of India, annual publication.
- Ministry of Human Resource Development. **"Annual Status of Education Report (ASER)."** ASER Centre, annual publication.

❖ National University of Educational Planning and Administration (NUEPA). "**RTE in the New Decade: Reviewing the Progress.**" Government of India, 2020.

Books:

❖ Agarwal, J.C. "**Development and Planning of Modern Education.**" New Delhi: Vikas Publishing House, 1982.
❖ Agarwal, J.C. "**Landmarks in the History of Modern Indian Education.**" New Delhi: Vikas Publishing House, 2010.
❖ Agarwal, J.C. "**Education Policy in India.**" New Delhi: Shipra Publishers, 1992.
❖ Agarwal, D. "**History & Development of Elementary Education in India.**" New Delhi: Sarup & Sons, 2002.
❖ Ahmed, Manzoor. "**Basic Education and National Development: Lessons from China and India.**"UNICEF, 1991.
❖ Ajith Kumar Usha. "**Human Rights Education.**" New Delhi: Himalaya Publishers, 2011.
❖ Altekar, A.S. "**Education in Ancient India.**" Mumbai: Nand Kishore & Brothers, 1994.
❖ Alam, K., & Halder, U. K. "**Human Rights and Right to Education in India**." International Journal of Research and Analytical Reviews, vol. 5, no. 2, 2018.
❖ Aradhya, Niranjan, K. "**The Fundamentals of the Fundamental Right to Education in India.**" New Delhi: Books for Change, 2000.
❖ Publisher, 2002.
❖ Bhatnagar, Suresh, and Saxena, Anamika. "**Modern Indian Education And its Problems.**" New Delhi: R. Lall Book Depot Publishers, 2014.
❖ Biswas, Arabinda, and Surendra Prasad Agrawal. "**Development of Education in India: A Historical Survey of Educational Documents Before and After Independence.**" Concept Publishing Company, 1986.
❖ Bose, Nirmal Kumar. "**Selections from Gandhi, Encyclopedia of Gandhi's Thoughts.**" Ahmadabad: Navjivan Mundranalaya, 1960.

- Brubacher, S. John. **"Modern Philosophies of Education."** New Delhi: Surjeet Publications, 2010.
- Chatterjee, S. "**Principles and Practice of Modern Education."** New Delhi: Allied Publishers, 2006.
- Chaube, S.P., and Chaube, A**. "Comparative Education."** New Delhi: Vikas Publications, 2003.
- Dash, M. **"Education in India: Problems and Perspectives."** New Delhi; Atlantic Publishers & Dist, 2000.
- Dharma Pal. **"The Beautiful Tree: Indigenous Education in the 18th Century."** New Delhi: Keerthi Publishing House, 1983.
- Douglas Hodgson. **"The Human Right to Education."** New Delhi:Asha Gate Publishers, 2008.
- Ernest Carroll Moore. **"What is Education?"** New Delhi: Sarup Book Publishers.
- Ghosh, Suresh Chandra. "**The History of Education in Modern India."** New Delhi: Orient Blackswan Publishers, 2012.
- Gore, M.S. **"Indian Education – Structure & Process."** New Delhi: Rawat Publications, 1995.
- Illich, Ivan. **"Deschooling Society."** London: Marion Boyars Publishers, 1970.
- Khurana, Arun. **"Contemporary India and Education."** New Delhi: Kanishka Publishers, 2016.
- Kumar, Ravi (ed). **"The Crisis of Elementary Education in India."** New Delhi: SAGE Publishing India, 2006.
- Jayapalan, Narayana. **"History of Education in India."** New Delhi: Atlantic Publishers & Dist, 2005.
- Johri, P.K. **"Foundations of Education."** Anmol Publications, 2008.
- Joseph Mukalel C. **"Gandhian Education."** Discovery Publishers, 1997.
- Lawman. **"Right of Children to Free and Compulsory Education Act, 2009."** New Delhi: Kamal Publishers, 2020.
- Majumdar, Manabi, and Jos Mooij. "**Education and Inequality in India: A Classroom View**." New Delhi: Routledge Publication, 2012.
- Mete, Jayanta, and Ajit Mondal. **"Education for All."** New Delhi: A.P.H. Publications, 2016.

- Mete, Jayanta, and Ajit Mondal. **"Right to Education Policy, Perspective and Development."** New Delhi:A.P.H. Publishing Corporation, 2016.
- Monk, F.F. **"Educational Policy in India: A Neglected Aspect."** New Delhi: Oxford University Press, 1934.
- Mudaliar, Lakshmana Swami. **"Education in India."** New Delhi: Asia Publishing House, 1960.
- Mukalel, C. Joseph. **"Gandhian Education."** New Delhi: Discovery Publishing House, 1997.
- Mukerji, S.N. **"Education in India Today & Tomorrow."** New Delhi: Acharya Book Publishers, 1964.
- Nanda, V.K. **"Education in Emerging Indian Society."** New Delhi: Anmol Publishers, 2006.
- Naik, J.P., and Nurullah, Syed. **"History of Education in India during the British Period."** New Delhi: Macmillan & Company, 1943.
- Nigam, B.K., and Sharma, S.R. **"History and Problems of Indian Education."** New Delhi: Kanishka Publishers, 1993.
- Pathak, R.P. "**Development & Problems of Indian Education."** New Delhi: Darling Kindersley Pvt. Ltd, 2012.
- Pathania, Anita, and Kulwant Pathania. "**Primary Education and Mid-day Meal Scheme: Results, Challenges and Recommendations."** New Delhi: Deep and Deep Publications, 2006.
- Rai Vinay, Kumar Narendra. **"Right to Education: The Way Forward."** New Delhi: Perfect Publications, 2010.
- Ravi, Samuel, S. **"A Comprehensive Study of Education."** New Delhi: P.H.I. Learning Pvt. Ltd, 2011.
- Rawat, P.L. **"History of Indian Education."** New Delhi: Ram Prasad & Sons Publication, 1959.
- Richards, Glyn. "**Gandhi's Philosophy of Education."** New Delhi: Oxford University Press, 2001.
- Rosenkranz, Friedrich Karl Johann. **"The Philosophy of Education."** New Delhi: Cosmo Publications, 2010.
- Russell, Bertrand. **"On Education."** New Delhi: Routledge, 2014.
- Satija, B.R**. "Trends in Education."** New Delhi: Anmol Publications, 1996.

- Selvam, Arul. **"All India Educational Code."** New Delhi: Law Books Publisher, 2003.
- Sen, J.M. **"History of Elementary Education in India."** New Delhi: Cosmo Publications, 2002.
- Sharma, Ram Nath, and Rajendra Kumar Sharma. "**History of Education in India."** New Delhi: Atlantic Publishers & Dist, 1996.
- Sharma, Pramila. **"Philosophy of Education."** New Delhi: A.P.H. Publishing Corporation, 2016.
- Singh, Y.K. **"Philosophical Foundation of Education."** New Delhi: A.P.H. Publishing Corporation, 2016.
- Singh, Jyothi. **"Emerging Issues and Challenges in the 21st Century."** New Delhi: Deep & Deep Publications, 2004.
- Sriprakash, Arathi. "**Pedagogies for Development: The Politics and Practice of Child-centred Education in India**." Dordrecht: Springer, 2012.
- Taneja, Anil Kumar. **"Indian Education Commissions and Committees."** New Delhi: Swastik Publishers, 2017.
- Tripathi, R.S. **"History of Ancient India."** New Delhi: Orient Publishers, 1971.
- Vallikkat, Santhosh. **"Philosophy of Education."** New Delhi: A.P.H. Publishing Corporation, 2016.
- Verma, Ramesh, & Kaur, Parmjit."**Educational Philosophy."** New Delhi: Anmol Publications, 2008.
- Yadav, R.P. **"Right to Education."** New Delhi: Mittal Publications, 2014.
- White, Ellen G. **"Education."** AB Publishing, 1903.

Articles:

- Abraham, Jessy. "**Quality of Teacher Education Programs: Some Suggestions."** Edutracks, vol. 5, no. 12, 2006, pp. 7-11.
- Agarwal, S.P. and Aggrwal, J.C. "**Third Historical Survey of Educational Development in India**." Concept Publishing Company, New Delhi, 1994.
- Agrawal, S.P. **"Educational Planning in India."** Vol. 1. Reports of Committees and Commissions. Concept Publishing Company, New Delhi, 1992.

- Agrawal, T. "**Educational Attainment in Educationally Backward States of India: Some Implications for the Right to Education Act."** International Journal of Education Economics and Development, vol. 4, no. 1, 2013, pp. 89-99.
- Ahuja, Anupam. "**The RTE Act: Amendments - How Progressive Are They?"** Hindu- Editorial Page 10, August 14, 2013.
- Arya, M. L. & Gola, R. "**A Study of the Awareness among Primary School Teachers about** 'The Right to Education Act, 2009'." Journal of Interdisciplinary Cycle Research, 2021.
- Avinash, T. "**A Study on Karnataka State Government Initiatives & Schemes for Promoting Primary Education."** International Journal of Advanced Research in Education & Technology, vol. 5, no. 1, 2018, pp. 16-19.
- Babu, M. Ravi and Chandra T. Seaway. **"Right to Education Act (2009): Issues and Challenges."** Research Review International Journal of Multidisciplinary, vol. 3, no. 5, May 2018, pp. 262-266.
- Bhaskaracharyalu, Y. "**Right To Education and Human Rights Education."** Edutracks, vol. 3, no. 1, 2003.
- Bhattacharya, D. **"Problems Faced by the SMC Members in Implementing the Seminar on Quality Assurance in School Education Impact of Smart Classroom on Improving Teaching Learning Processes at Secondary Level in West Bengal."** Research Gate, 2014.
- Bhattacharya, D. "**Role Perception and Role Performance of School Management Committee Members towards Implementation of the RTE Seminar on Quality Assurance in School Education Low Enrolment and Attendance in Government Elementary Schools of Jharkhand: A Study**." Research Gate, 2016
- Bhattacharya, Dakshini, and Sharma, Shalender. "**Impact of the Right to Education."** Kurukshetra, vol. 68, no. 1, 2019, pp. 16-20.
- Bhattacharya, U., & Jiang, L. "**The Right to Education Act (2009): Instructional Medium and Dis-citizenship."** International Journal of the Sociology of Language, no. 253, 2018, pp. 149-168
- Best, J.W. "**Research in Education."** Printice Hall of India, Pvt. Ltd., New Delhi, 1983
- Biswas, S. "**Attitude of High School Teachers Towards Inclusive Education."** Journal of Emerging Technologies and Innovative Research, 2018

- Bobby, Binjha, P. **"Students Awareness of Human Rights Education at Higher Secondary School Level."** International Journal of Social Science and Human Research, 2017
- Buch, M.B. (Ed.). **"Survey of Research in Education."** M.S. University Press, Baroda, 1974.
- Buch, M.B. **"A Study of Family Background, Variables, Some Motivational Variables Cognitive Characteristics and the School Performance of the Primary School Children."** Independent study. Baroda: Society for Educational Research and Development, 1988.
- Ceil, C. "**Deconstructing the Right to Education Act, 2009 and Child Labour in India."** *SSRN Electronic Journal*, 2013, https://doi.org/10.2139/ssrn.2287514.
- Chandra, S. "**Interpretive Principles in Reading the Right of Children to Free and Compulsory Education Act, 2009."** Statute Law Review, 2020, https://doi.org/10.1093/slr/hmaa013.
- Chatterjee, C., Hanushek, E. A., & Mahendiran, S. **"Can Greater Access to Education Be Inequitable? New Evidence from India's Right to Education Act."** *SSRN Electronic Journal*, 2021, https://doi.org/10.2139/ssrn.3626877.
- Chaturvedi, A. & Kuldeep, N. "**Status of Implementation of the RTE Act 2009 and Challenges in the Schools of Rajasthan."** International Journal of Economic and Business Review, vol. 3, no. 1, 2015, pp. 163-169.
- Chomsky, Noam. "***Manufacturing Consent: The Political Economy of the Mass Media"***. Pantheon Books,1988
- Devi, R.P & Bimal Charan Swain. "**Examination Reforms in Elementary Level of Education."** Edutracks, vol. 9, no. 9, 2010.
- Dey, Niradhar, & Beck, Binod. "**The Right of Children to Free and Compulsory Education Act 2009: Teachers' Perception."** Journal of Educational Research, vol. 2, no. 2, 2011, pp. 83-90.
- Dubay, Muchkundu. "**The Right of Children Act 2009: The Story of a Missed Opportunity."** Social Change, vol. 40, no. 1, 2010, pp. 1-13.
- Ghalawat, Neeraj. "**Implementation and Enforcement of Right to Education in India."** Legal India, September 27, 2011.
- Freire, Paulo. "***Pedagogy of the Oppressed"***. Continuum, 1970.
- Gardner, Howard. "***Frames of Mind: The Theory of Multiple Intelligences"***. Basic Books, 1983.

- Hooks, Bell. "***Teaching to Transgress: Education as the Practice of Freedom".*** Routledge, 1994.
- Jha, Praveen, & Parvathy, Pooja. "**Right to Education Act 2009: Critical Gaps and Challenges."** Economic and Political Weekly, vol. 45, no. 13, March 27 - April 2, 2010, pp. 20-23.
- Kapil, Sibal. "**Right to Education Act (R.T.E.) Act: Beginning to a Meaningful End."** Competitive Success Review, July 2012.
- Khan, Ehtesham Ahmad. **"Role of Media in Promoting Right to Education (RTE) ACT."** Research Expo International Multidisciplinary Research Journal, vol. IV, issue II, Section I, June 2014.
- Kumar, Krishna. **"Dilution of the Right to Education."** Economic & Political Weekly, vol. 54, no. 14, 2019, pp. 14-15.
- Kumar, Sunil, & Chaman Prakash. **"Awareness of Right to Education Act 2009 Among Primary School Teachers of District Kullu in Himachal Pradesh."** Scholarly Research Journal for Interdisciplinary Studies, vol. 4, no. 2, 2017, pp. 4524-4537.
- Makannavar, Bhartesh P., Joshi, H. Arun. **"A Study of Attitude of Parents & Students Towards Right to Education Act in Belgium Division."** International Journal of Advanced Research in Education & Technology, vol. 5, no. 1, 2018, pp. 16-19.
- Mehendale, Archana, Mukhopadhyay, Rahul, and Namala, Annie. "**Right to Education: An Inclusion in Private Unaided Schools, An Exploratory Study in Bangalore and Delhi."** Economic and Political Weekly, February 14, 2015, vol. L, no. 7.
- Mohd Wali. "**Swami Vivekananda's Views on the Philosophy of Education."** International Journal of Scientific Research, vol. 7, no. 8, 2018, pp. 32-35.
- Murthy, K. Suman. "**Right to Education Act: Perceived Hurdles & Providing Awareness to Mothers in Mysore City, Karnataka State, India."** International Journal of Humanities & Social Science, vol. 21, no. 10, 2016, pp. 50-58.
- Nussbaum, Martha. "***Not for Profit: Why Democracy Needs the Humanities".*** Princeton University Press, 2016.
- Nair, Vidya. "**Right to Education: Theory and Practice."** Social Science in Perspective, vol. 10, no. 2, April - June 2018.

- Rastogi, Anita, and Monica Mehta**. "How Free is Free Primary Education in Delhi."** ***New Frontiers in Education*** 35.2 (2005): 119-125.
- Sen, Amartya. "**Development as Freedom"**. Anchor Books, 1999.
- Sethi, Charu & Mudgal, Alka. "**A Study of Challenges of Right to Education Act 2009 among Municipal Corporation Primary (M.C.P.) School Teachers of Delhi."** Amity International Journal of Teacher Education, vol. 3, no. 1, 2015.
- Sharma, Gunjan. "**Reversing the Twin Ideals of Right to Education: No Detention & Continuous & Comprehensive Evaluation."** Economic & Political Weekly, vol. 51, no. 9, 2016, pp. 85-89.
- Sharma, Mudita. & Shafeeq, Yasmin Nikhat. "**An Analysis of the Implementation of R.T.E. Act, 2009 in Aligarh District."** International Journal of Social Science and Humanities Invention, vol. 3, no. 6, 2016, pp. 2191-2214.
- Sharma, Pawan. "**A Social–Legal Study."** Journal of the Indian Law Institute**,** vol. 36, no. 2, 1994, pp. 211-220.
- Singh, Rattan. "**The Right to Free & Compulsory Education Act in India: A Transmission to Required Education."** Indian Bar Review, vol. XXXVIII, no. 3, 2011, pp. 89-106.
- Singh, Smriti, and Nagpal, Chirag. **"The Right of Children to Free & Compulsory Education Act 2009: Promises & Perils."** The Journal of International Issues, vol. 14, no. 4, 2010, pp. 118-135.
- Srinivas, Gupta. **"Right of the Child to Education in India."** Indian Bar Review, vol. 29, no. 2, 2002.
- Verma, Asha. **"A Critical Study on Implementation of Right of Children to Free and Compulsory Education Act, 2009."** Indian Journal of Adult Education, vol. 79, no. 4, October-December 2018.
- Wazir, Rekha. **"No to Child Labour, Yes to Education.**" Economic & Political Weekly, vol. 37, no. 52, 2002, pp. 5225-5229.

Internet Sources:

- National Council of Educational Research and Training (NCERT): https://ncert.nic.in/
- Ministry of Education, Government of India: https://www.education.gov.in/

- National University of Educational Planning and Administration (NUEPA): https://www.nuepa.org/
- Education Statistics Portal by Ministry of Education: https://mhrd.gov.in/education-statistics
- National Institute of Open Schooling (NIOS): https://www.nios.ac.in/
- Educational Initiatives (EI): https://www.ei-india.com/
- Constituent Assembly Debates, November 23 1948, Vol.7, available at indiankanoon.org/doc/870715 Constitutionindia.net/constitution_of_india_/fundamental_rights/articles/Article %2024
- G.O.I., (1998), National Policy on Education, 1986 as modified in 1992 with National Policy on Education 1968, Government of India, Department of Education, Ministry of Human Resource Development, May 6, 2020, http: //mhrd.gov.in/sites/upload-files/mhrd/files/document-reports/NPE86-mod92.pdf. pp.38.
- G.O.I., (1998), National Policy on Education, 1986 as modified in 1992 with National Policy on Education 1968, Government of India, Department of Education, Ministry of Human Resource Development, May 6, 2020,: http: //mhrd.gov.in/sites/upload-files/mhrd/files/document-reports/NPE86-mod92.pdf. pp.2,
- GOI, (2016), Some Inputs for Draft National Education Policy 2016. Ministry of Human Resource Development, Government of India. http://mhrd.gov.in/sites/upload-files/mhrd/files/nep/Inputs-Draft-Nep-2016.pdf.pp.
- G.O.I., (2016), Some Inputs for Draft National Education Policy 2016. Ministry of Human Resource Development, Government of India. Viewed May 6, 2020, from the World Wide Web: http://mhrd.gov.in/sites/upload-files/mhrd/files/nep/Inputs-Draft-Nep-2016.pdf.pp.3
- UNESCO. "*Education in India."* https://en.unesco.org/countries/india/education
- https://www.humanium.org/en/declaration-on-the-right-to-development/ https://www.lawteacher.net/free-law-essays/administrative-law/right-to-education-under-indian-constitution-administrative-law-essay.php.
- http://www.educationforallindia.com
- https://righttoeducation.in/index.php

- http://indialawyers.wordpress.com
- https://economictimes.indiatimes.com/?from=mdr
- http://www.educationworldonline.net/index.php/page-article-choice-more-id-3741
- http://www.thehindu.com/news/national/states-not-following-central-rte-act-provisions-ncpcr-report/
- http://blogs.timesofindia.indiatimes.com/toi-edit-page/schooling-without-learning-how-the-rte-act-destroysprivate-schools-and-destroys-standards-in-public-schools/
- https://www.newindianexpress.com/nation
- http://www.dnaindia.com/analysis/main-article-a-letter-to-kapil-sibal-1344735
- https://ncpcr.gov.in/
- www.thehindu.com.bangalore
- https://www.unicef.org.uk/what-we-do/un-convention-child-rights/
- www.ilo.org/global/standards/subjects-covened-by-international-labour-standards/child/labour-en/index.htm
- https://www.education.gov.in/
- www.mhrd.gov.in/
- www.righttoeducation.nic.in.
- www.prsindia.org.